

CANTERBURY GIRLS' HIGH SCHOOL

Senior School Handbook 2022 VCE Units 1 & 2



Canterbury Girls'
SECONDARY COLLEGE

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Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.



Subject Requirements for Year 11 Students

Students in Year 11 at Canterbury Girls' Secondary College are required to undertake **6** subjects per semester.

- i.e. six Unit 1 studies in Semester 1
- AND
- six Unit 2 studies in Semester 2
- OR
- five Unit 1 studies in Semester 1
- AND
- five Unit 2 studies in Semester 2
- PLUS
- one Unit 3 study in Semester 1
- AND
- one Unit 4 study in Semester 2

Note: Students may include one VET program, offered through the Inner Melbourne VET Cluster or another external provider, as part of their VCE program.

Note: It may be that some VCE subjects run as a combined Year 11 and Year 12 class if there are not enough students selecting a subject at each year level.

NOTE:

Students in Year 11 are only permitted to undertake ONE Unit 3 & 4 Subject.
The one subject might be a subject offered at CGSC OR a subject offered through the Virtual School of Victoria OR a subject offered by an external provider (E.g.: VET, Language School, Dance School etc.)



VCE Units 1 & 2 offered at Canterbury Girls' Secondary College

1BI/2BI	Biology
1BM/2BM	Business Management
1CH/2CH	Chemistry
1CS/2CS	Classical Studies
1EC/2EC	Economics
1EN/2EN	English
1EAL/2EAL	English as an Additional Language
1EL/2EL	English Language
1LI/2LI	Literature
1FR/2FR	LOTE: French
1JP/2JP	LOTE: Japanese Second Language
1FY/2FY	Food Studies
1GE/2GE	Geography
1HD/2HD	Health and Human Development
1HI/2HI	History: Twentieth Century
1LS/2LS	Legal Studies
1ME/2ME	Media (Not running in 2022. It will be offered for 2023)
1MG/2MG	Maths: General Mathematics
1MS/2MS	Maths: Specialist Mathematics
1MM/2MM	Maths: Mathematical Methods (CAS)
1MU/2MU	Music Performance
1PE/2PE	Physical Education
1PH/2PH	Physics
1DT/2DT	Product Design and Technology: Textiles/Fashion (Not running in 2022. It will be offered for 2023)
1PY/2PY	Psychology
1SA/2SA	Studio Arts
1TS/2TS	Theatre Studies (Not running in 2022. It will be offered for 2023)
1VC/2VC	Visual Communication Design



Units 1 & 2 Subjects

More detailed information is available from the
Victorian Curriculum Assessment Authority
(VCAA).

Go to <http://www.vcaa.vic.edu.au>



Biology: Units 1 & 2

Rationale:

VCE Biology enables you to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. You will examine how life has evolved over time and understand that in the dynamic and interconnected system of life, all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study of Biology gives you insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Unit 1: How do living things stay alive?

This unit focuses on cells as the structural and functional unit of life, and requirements for sustaining cellular processes in terms of inputs and outputs. You will analyse adaptations for survival in particular environments and homeostatic control. You will consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

This unit focuses on reproductive processes. You will examine the role of stem cells in the differentiation, growth, repair and replacement of cells in humans. Classical genetics is explored in detail to explain inheritance. You will also review the uses of genetics and its social and ethical issues.

What do you need?

- Laboratory skills in using scientific equipment, e.g. Microscope.
- Research and report writing skills.
- Ability to plan, design and conduct practical investigations.
- An interest in the world around you.
- Ability to conduct research investigations.

Where does this lead?

- Background for Unit 3/4 studies in Biology.
- Development of collaborative communication skills in discussion/group work.
- Development of practical skills in the laboratory.
- Offers ideas for possible career choices in environmental, veterinary or medical fields.



Business Management: Units 1 & 2

Is this you?

Do you have a business idea?

Would you like to take a business idea and plan how to make it a reality?

Would you like to organise a new marketing and advertising campaign for a brand new product?

Would you like to learn how a business can improve its productivity and effectiveness?

Does this appeal?

In Units 1 and 2 Business Management, you study the planning and the operation of a business. You investigate how business ideas are formed and explore some of the issues that need to be considered before a business can be established, as well as the internal and external factors which may affect business planning. You will investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

A highlight of this course, will be your undertaking in the organisation, planning and management of a school business fair activity, by operating a small business stall. Profits are donated to a charity of the students' choice.

Business Management strives to test management in practice, through exposing you to real business scenarios and/or direct contact with business, and relating this to various management theories.

What do you need?

1. These subjects would be useful, but not essential, to a student studying Business Management in Unit 1 and 2:
 - Year 10 Taking Care of Business
 - Year 9 Money, Money, Money
 - Year 9 The Law and You
2. Current knowledge of, or interest in, business issues through various media outlets such as:
 - Newspapers, television, radio and cinema
 - Marketing and advertising initiatives and campaigns, such as TV and print, advertisements and social media

Where does this lead?

- You gain confidence communicating your ideas with other students, staff and the wider school and business community by planning and organising a school business fair activity.
- You develop important research, independent and cognitive learning skills to continue through to tertiary studies and beyond.
- You acquire a strong background for Unit 3 and 4 Business Management, which examines the role, importance, styles and skills of Human Resource Management practices and operations processes of large scale organisations in Australia.
- You pursue interests and skills in Business Marketing and Advertising, Public Relations and Human Resource Management, which are all tertiary courses at various Universities.



Chemistry: Units 1 & 2

Is this you?

Are you thinking of a career in science, medicine, forensic science or veterinary science?

Unit 1: How can the diversity of materials be explained?

In this area of study, students focus on the nature of chemical elements, their atomic structure and their place in the periodic table.

They investigate the nature of metals and their properties, including metallic nanomaterials and how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. Students apply their knowledge of the electronic structures of metallic elements and non-metallic elements to examine ionic compounds. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Unit 2: What makes water such a unique chemical?

In this area of study, students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They also explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

Students investigate the solubility of substances in water. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations. Students learn to distinguish between acid strength and acid concentration. The pH scale is examined and students calculate the expected pH of strong acids and strong bases of known concentration.

They focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants. Students apply the principles of stoichiometry to gravimetric and volumetric analyses of aqueous solutions and water samples. Instrumental techniques include the use of colorimetry and/or UV-visible spectroscopy to estimate the concentrations of coloured species in solution, atomic absorption spectroscopy data to determine the concentration of metal ions in solution and high performance liquid chromatography data to calculate the concentration of organic compounds in solution.

What do you need?

- An understanding of Year 10 chemistry of atomic structure, metals and non-metals and the periodic table.
- Good basic mathematical skills
- Some skill at using chemical formulae and writing equations
- Safe and responsible use of chemicals and equipment

Where does this lead?

- Background for Units 3 and 4 Chemistry
- Prerequisite for many tertiary courses
- Background for a wide variety of subjects and career choices
- Development of laboratory skills
- Enjoyment of science especially chemistry and experiments



Classical Studies: Units 1 & 2

Is this you?

- Are you interested in mythology? Or ancient history? Or art? Or literature? Or philosophy? Or archaeology?
- Are you interested in finding out about the origins of western culture?
- Are you interested in improving your critical thinking skills and your writing skills?
- Do you have an interest in questions such as – what does it mean to be human? What is love? Why are wars fought?

Does this appeal?

In **Unit 1** you will explore the myths of ancient Greece to understand what this society believed to be important. You will investigate the gods and heroes like Theseus, Hercules and Odysseus; you will consider the role of women such as Helen of Troy and Medusa and you will ponder universal concepts such as love and war, the human and the monstrous. Archaeologists and historians have tried to locate mythical cities such as Troy, Knossos and Mycenae and you will undertake research to find out if there is any historical basis to myths. Finally, you will learn about the ways these myths were told and retold via sculpture, epic poetry, drama, pottery and religious ritual.

In **Unit 2** you will analyse classical society through an exploration of drama. You will study two Athenian plays and explore what they reveal about political life, sexual politics and beliefs regarding fate and religion. This unit then moves into the more modern world as we assess how the classical world has inspired people and societies for centuries. Students will be required to analyse and evaluate the ways in which classical societies have influenced more modern societies. For example how do works of popular culture such as Percy Jackson and Star Wars conform to classical hero journeys? How much do artists such as Botticelli, Michelangelo and Dalí owe to classical ideals of beauty? To what extent do modern political systems such as the republic of U.S.A emulate the ancient world? In what ways are monuments such as the MCG, indebted to the stadiums & arenas & theatres first constructed 2000 years ago?

What do you need?

- An interest in ancient societies will be the most helpful.
- Students who enjoy history, literature, politics, art and drama will find this subject interesting.
- Good analytical writing skills are useful, however, you will be building upon these in the subject.
- A knowledge of Greek mythology is useful in this subject.

Where does this lead?

- Classical Studies builds a firm foundation in critical thinking skills valued by employers such as analysis, evaluation and creativity & the ability to transfer skills.
- Classical Studies will teach students writing, revision and exam skills valuable to the completion of VCE, further academic study & clean communication.
- Classical Studies has been marked up in VCE Units 3 and 4 thus studying Classical Studies can be advantageous in ATAR rankings and therefore entry to further study.
- As Classics is a multidisciplinary subject those who have completed this course have gone into a wide variety of fields including but not limited to, law, museum and art curatorship, archaeology, film and T.V., fashion design, education, architecture, art restoration, graphic design, government policy, marketing, creative writing, geology and earth sciences.
- Via your study of a variety of Classical texts you will learn about the importance of empathy and compassion, both vital attributes for students as they enter adulthood.



Economics: Units 1 & 2

Is this you?

Are you interested in learning about Australia's role in the global economy and how global factors have shaped the economy?

Are you interested in current affairs and understanding how individuals behave the way they do?

Are you interested in finding out how different markets operate and how prices are set?

Are you interested in finding out how the exchange rate changes? What interest rates are and why they change?

Are you interested in learning about Australian Government policies that help our economy?

Do you have good writing skills and the ability to analyse different types of information and data?

Does this appeal?

In Unit 1, you will examine the behaviour of consumers and businesses and analyse the factors that influence their decision making. You will examine the operation of markets and learn how prices change and resources are allocated, by developing your knowledge of the demand-supply model.

In Unit 2, you will examine contemporary economic issues such as economic growth, long term economic prosperity, environmental sustainability and factors that may lead to income disparity. You will also consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating a global issue and its trade-offs.

What do you need?

- The completion of 'Taking Care of Business' elective at Year 10 or the 'Money, Money, Money' elective at Year 9 would provide a very useful background.
- Good writing skills and the ability to collect, analyse and interpret information and data from a variety of sources is important for the study of Economics.
- Knowledge of current events and issues in the news will provide useful background for participation in discussions and understanding government policies to address economic issues.

Where does this lead?

- All students will eventually assume a number of roles in their adult lives, including roles such as consumers, voters, producers, parents – the study of Economics assists in understanding how participants in the economy affects each role.
- The study of Economics provides a general background and familiarity with economic terminology essential for the study of Unit 3 & 4 Economics.
- Economics is a core first year subject for all Commerce or Business University courses at tertiary level – all students who have studied Economics at VCE would have a competitive edge at University.
- Provides useful skills in analysis of written and numerical data.
- Provides an opportunity for students to discuss their ideas about the future of Australia and a better appreciation of the economic issues that affect them.



English, English as an Additional Language (EAL), English Language and Literature

Which English should you choose?

- Students must study at least one of the English subjects being offered as their compulsory study of English to get an ATAR.
- There are no pre-requisites for any of the subjects.
- Students may choose an English subject in Unit 1 & 2 and a different English subject in Unit 3 & 4 but this is not recommended.
- A Unit 3 & 4 sequence must be in the same subject.
- Universities will accept any of the English studies as the compulsory English
- Students may study TWO English subjects if they wish.
- Please investigate which English is most suitable by discussing this with parents, teachers and careers advisers.
- Students may choose to enrol in English / EAL or Literature or English Language.
*N.B. English as an Additional Language is only available to students who qualify for it.

English / English as an Additional Language (EAL): Units 1 & 2

Rationale

The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of key knowledge and skills underpins effective functioning in the contexts of study, work and productive participation in a democratic society in the twenty-first century.

Units 1 and 2 English/ EAL:

Unit 1

Area of Study 1: Reading and creating texts

Area of Study 2: Analysing and Presenting argument

Unit 2

Area of Study 1: Reading and comparing texts

Area of Study 2: Analysing and Presenting argument

In the area of reading and creating texts, students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made and explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

In the area of analysing and presenting argument, students analyse and compare the way argument and persuasive language is used to present points of view. Students also use these skills to create their own persuasive arguments which will be presented orally.

In the area of listening to texts (EAL Unit 3 students only), students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information ideas and opinions presented in texts.

In the area of reading and comparing texts, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

Entry

May 2021



All students must enrol in a unit of English. You may choose to enrol in English / EAL or Literature or English Language. There are no prerequisites for entry to Unit 1. Students must undertake Unit 1 prior to undertaking Unit 2.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Units 1 & 2 Assessment

School Assessed Coursework and an end of year examination

Unit 1: School Assessed Coursework 25 per cent

Unit 2: School Assessed Coursework 25 per cent

Units 1 & 2: Examination 50 per cent



English Language: Units 1 & 2

Aims of the Study

English Language, based on the study of linguistics, enables students to understand the structures and features of written and spoken texts. It involves the deconstruction of language in historical and contemporary use.

Unit 1: Language and Communication

Area of Study 1: The Nature and Functions of Language

In this area of study, students explore the differences between spoken and written language and the rules that govern language use. They consider the properties that distinguish human communication from animals.

Area of Study 2: Language Acquisition

This area of study focuses on the developmental stages of learning a first language. In addition to words and their meanings, children learn to use the sound and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations. Children change their language system gradually in response to the language use of others. Children's language develops at different stages, allowing for increasingly complex communication and a greater range of functions.

Unit 2: Language Change

Area of Study 1: English Across Time

This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from: within the language, social transformation, and contact with other languages. They explore language change across all subsystems.

Area of Study 2: Englishes In Contact

In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact. Students explore the ways English is used as an expression of culture and as a common language across the world.

What do you need?

- An interest in analysis of language
- To write fluently and to work on enriching your vocabulary
- To be receptive to new ideas and to enjoy discussing your ideas in a collaborative dialogue with others
- To learn technical terminology (metalanguage)

Where does this lead?

A knowledge of how language helps to develop skills useful in any language field such as communications, communication disorders, speech and reading therapy, pre-school and primary education, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science, computer science and philosophy.



Literature: Units 1 & 2

Aims of the Study

The study of literature focuses on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meaning of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. The study of literature encourages independent, critical thinking and creative thinking, which will assist students in the workforce and in future academic study.

Areas of study in each Literature unit:

Unit 1: Approaches to literature

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students' analysis of the features and conventions of texts help them to develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. Students will develop familiarity with key terms, concepts and practices that equip them for further study in literature. Students will also develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study in Unit 1:

1. Reading practices
2. Ideas and concerns in texts

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world, deepening their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Engaging in close reading of texts, students create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of study in Unit 2:

1. The text, the reader and their contexts
2. Exploring connections between the texts

What do you need?

- To love reading
- To write fluently and to work on enriching your vocabulary and language use
- To be receptive to new ideas and to enjoy discussing your ideas in a collaborative dialogue with others

Where does this lead?

Literature broadens the mind, increases cultural awareness, develops analytical skills and nourishes the soul. Many literature students continue with studies in the Arts and Humanities, Business and Law, Education and Sciences.



Food Studies: Units 1 & 2

Have you ever heard of “Masterchef” and “My Kitchen Rules”?

Do you watch food shows on TV?

Are you interested in the food industry?

Do you enjoy learning through practical application – i.e. food preparation and participation in practical classes?

Are you interested in improving existing skills and mastering new skills and techniques?

Are you interested in the science of food and food product analysis?

Does this appeal?

Food Studies aims to provide students about the historical and indigenous foods of our country.

Unit 1 Food Origins:

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary. They consider the influence of technology and globalisation on food patterns. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2 - Food Makers:

In this unit students investigate food systems in contemporary Australia.

Area of Study 1 focuses on commercial food production industries, while **Area of Study 2** looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Learning Outcome 1: Students use practical skills and knowledge to design and develop a practical food solution in response to an opportunity or need in the food industry or school community.

Learning Outcome 2: Students use practical skills and knowledge to design and develop a practical food solution in response to an opportunity or need in a domestic or small scale setting.

What do you need? An interest in food is essential as this will provide the desire to learn more about foods and its preparation. All skill levels are catered for.

Where does this lead? Home economics, consumer science dietetics, health promotion food technology, food manufacturing and hospitality. Many students have chosen Food Studies because they enjoy the practical aspect and it creates a balance with their other subjects.



Geography: Units 1 & 2

Is this you?

Do you want to learn about the issues facing our planet?

Do you want to play an active role in shaping your future environment?

Do you enjoy getting out of the four walls of the classroom?

What career would you like to pursue? Do you realise that Geography opens up the world to you, where the possibilities are endless?

Does this appeal?

Geography is the study of the way the Earth works, how humans impact the Earth and the explanations as to why and how we respond and manage these impacts.

Unit 1: Hazards and Disasters

In this unit, students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Students will also undertake fieldwork and produce a fieldwork report.

Unit 2: Tourism

This unit emphasises the interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. This unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students will undertake fieldwork and produce a fieldwork report on a chosen Tourist attraction.

What do you need?

- There are no prerequisites. The studies in Geography taken in Year 7- 9 are sufficient background.
- An interest in the subject area and a desire to experience our environment first hand.
- An ability to read and analyse maps, tables and graphs and take and describe photographs.
- You need to be able to observe our environment and be able to describe, explain and interpret what you see.

Where does this lead?

Geography is a fascinating subject that relates closely to our everyday lives and our future. It involves social, environmental, economic, political and historical analysis of world issues. It encourages students to question their values and responsibilities as Global Citizens. Possible further areas of study could lead to Tourism, Wild Life Management, Environmental Science, Emergency Services Management, GIS Spatial Technologies and many more.



Health and Human Development: Units 1 & 2

Is this you?

Do you want to be part of the fastest growing industry in Australia and the world- the health industry?

Yes!

Then you must study Health and Human Development.

Does this appeal?

Unit 1:

Area of Study 1

Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach that acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Outcome 1

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Area of Study 2

Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Outcome 2

On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Area of Study 3

Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Outcome 3

On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail



Unit 2: Managing health and Development

Area of Study 1

Developmental transitions

This area of study examines the developmental transitions over a lifetime, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions at different stages of life and investigate the expected physical and social changes. They inquire into factors that influence both the transition from adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept.

Outcome 1

On completion of this unit the student should be able to explain developmental changes in the transition over a lifetime, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Highlights

- Virtual Baby
- Royal Women's Hospital Excursion
- Australian Breastfeeding Association Incursion
- Child Field Study

Area of Study 2

Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Outcome 2

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

All assessments at Units 1 and 2 are school-based.



History – Twentieth Century: Units 1 & 2

Is this you?

Would you like to understand the motivations behind the actions of individuals or nations?

Do you have an interest in the events that have shaped the modern world?

Do you like to read and learn about historical events?

Would you like to develop your written skills?

Do you enjoy working with historical sources such as documents, cartoons, text, film or data?

Does this appeal?

Unit 1: Twentieth Century History 1918-1939

The focus for the first unit of the subject charts the rise of Hitler and NSDAP in Germany. Content begins at the conclusion of the First World War and studies the impact of the Treaty of Versailles on post-war Europe. We then focus specifically on Germany and the factors that led to the rise of Nazism. Students will look at the transition from the Weimar period of German history to life under Hitler and the social and cultural change that occurred during this time. Students conclude the unit by looking at the outbreak of the Second World War and the Holocaust.

Unit 2: Twentieth Century History 1945-2000

Content for Unit 2 begins with the underlying causes of Cold War tension before moving on to look at how these turned into outright hostility at the conclusion of the Second World War. Key moments in the early decades of the Cold War are examined such as Churchill's 'Iron Curtain' speech, the arms race, the space race and the division of Germany. The subject concludes by looking at the collapse of communism in Europe and the new challenges faced by the West as we entered the new millennium including the rise of global terrorism.

What do you need?

The most significant pre-requisite for this subject is an interest in modern history. If you are interested in, and passionate about the key events, ideas, leaders and movements that shaped the 20th Century then you will find the subject to be highly engaging. If you have an interest in where we've come from as a global society and perhaps where we might be headed, then this subject is for you.

Where does this lead?

20th Century History is intended to prepare students for studying Revolutions at Year 12. Assessment items and many of the ideas and skills explored in this subject are reflective of those that students will tackle at Year 12. It is highly recommended that students who wish to take Revolutions at Year 12 select Twentieth Century History at Year 11.

While the natural progression for students is to move on to Revolutions in Year 12, many of the skills are transferable to other subjects in the Humanities. These skills include; engaging with complex forms of writing, essay structure, critical thinking and analysis of written and visual source material.



Legal Studies: Units 1 & 2

Is this you?

- Do you have an interest in current legal issues and events such as crime & homicide?
- Would you enjoy excursions to the Magistrates' Court or Parliament?
- Would you like to extend your knowledge on individual rights and the role of the police?
- Would you like to learn about the criminal mind?
- Do you enjoy watching shows such as 'Bull', 'Law and Order', 'Making a murderer' and Silks?

Does this appeal?

Legal Studies Unit 1 and 2 introduces you to the need and nature of criminal and civil law and the role of our law-making bodies. Students will look how a cohesive society can be achieved through the principles of the Australian Legal System: Fairness, Equality, Access, and the importance of Rule of Law.

Unit 1

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

What do you need?

- These subjects would be useful, but not essential, to a student studying Legal Studies in Unit 1 and 2:
 - Year 10 International Legal & Political Systems
 - Year 9 The Law and You
 - Year 10 Taking Care of Business
 - Year 9 Money, Money, Money
- Current knowledge of, or interest in, legal, social and political issues through various media outlets such as: Newspapers, television, radio and cinema
- The ability to debate issues and/or form arguments on various issues of interest, such as: Law, Justice, Fairness, Equality, Euthanasia, Personal Freedom, Abortion, Prison Management, etc.

Where does this lead?

- Background for Unit 3 and 4 Legal Studies, which focuses on the people and institutions that create and apply the law such as Parliament, Courts and Tribunals and other avenues of dispute resolution. As well as the principles of Rights and Justice
- You develop important analytical, research, independent and cognitive learning skills to continue through to tertiary studies and beyond.
- Development of effective communication skills in classroom discussions and debates on current legal issues

LOTE: French: Units 1 & 2

Is this you?

Are you interested in learning about other cultures and how people in other countries view the world?

Do you enjoy communicating with others both orally and in written form?



Do you have an interest in French history and geography?
Do you appreciate music, art, cinema and literature?
Do you enjoy a challenge?

What are the entry requirements?

The course is designed for students who will, typically, have studied French to the completion of Year 10. It is possible, however, that some students with less formal experience will also be able to meet the entry requirements successfully.

What will you study?

There are three broad themes that are covered in the study of VCE French: The Individual, The French-Speaking Communities and The World Around Us. Within these broad themes are sub-topics that are designed to cater to the interests of young people. The following subtopics are studied in Units 1 & 2, using a wide range of authentic resources and varied exercises and activities.

Units 1 & 2 subtopics include:

- leisure, music, cinema and entertainment,
- living in France and francophone countries, visiting France, cultural and language identity,
- traditions and customs, regional life and gastronomy,
- exchanges and gap years, tertiary options, careers and casual work,
- important historical events and figures, social structures in the past and their influence on the present.

What do you need?

Those who undertake French studies at VCE Level should:

- have achieved success in Year 10 French,
- be self-disciplined and motivated,
- be willing to revise vocabulary and grammatical structures consistently,
- be willing to develop all language skills, i.e., listening, speaking, reading, viewing and writing,
- be willing to communicate with others both verbally and in written form.

Where does this lead?

In order to study Units 3 & 4 French, it is advisable to first complete Units 1 & 2 French.

Bonus points are added to the VCE ATAR score if you study a Language.

You may wish to study a language at university, opening doors to overseas exchanges and travel.

Studying a language can help you to develop your understanding of English grammar, which in turn helps your writing skills in English.

Studying a language aids in the development of flexible thinking and problem-solving because you see things in different ways. It opens your mind to different perspectives on life and leads to cross-cultural awareness.

Employment opportunities include tourism, hospitality, media, diplomatic service, international trade, publishing and teaching.



LOTE: Japanese Second Language: Units 1 & 2

Is this you?

Do you enjoy communicating and would you like to develop this skill further?

Are you willing to broaden your mind and challenge your view of the world?

Are you interested in other cultures?

Do you like to travel and meet new people?

Does this appeal?

Students use a range of resources to study three sub-topics in each unit within the three broad themes of The Individual, The Japanese-Speaking Communities, and The Changing World.

Unit 1 Sub-topics:

- Myself, My family
- Home and friends
- Daily routine

Unit 2 Sub-topics:

- Neighbourhood
- School life
- Shopping and Eating Out

What do you need?

- To enjoy a challenge
- A strong knowledge base with good skill development at the Year 10 level
- Willingness to develop all 4 language skills: listening, speaking, reading and writing
- Readiness to communicate in both the spoken and written language
- Motivation to learn and revise vocabulary and grammatical structures regularly

Where does this lead?

- The study of Units 3 & 4 Japanese
- The addition of bonus points to the VCE ATAR score for the study of a LOTE
- Increased understanding of English grammar and improved writing skills in English
- Enhanced problem-solving skills and flexible thinking
- The study of Japanese at university
- Employment in business, education, tourism or foreign affairs
- Leisure activities in travel or cultural pursuits



Media: Units 1 & 2 (Not currently running in 2022. Offered for 2023)

Rationale This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Outcome 1 *Media representations – Assignment*

Outcome 2 *Media forms in production – practical Assignment*

Outcome 3 *Australian stories – Assignment*

Unit 2: Narrative across media forms

Rationale Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Outcome 1 *Narrative, style and genre – Assignment*

Outcome 2 *Narratives in production – Practical Assignment*

Outcome 3 *Media and change – Assignment*

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA.



Scope of study of VCE Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills,
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar,
- use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Year 11

General Mathematics Units 1 & 2
Mathematical Methods Units 1 & 2
Specialist Mathematics Units 1 & 2

Year 12

Further Mathematics Units 3 & 4
Mathematical Methods Units 3 & 4
Specialist Mathematics Units 3 & 4



Maths: General Mathematics: Units 1 & 2

Is this you?

Do you like doing Maths?

Do you want a Maths subject that is not as algebraic as Maths Methods?

Do you want a Maths subject that enhances your statistical and analytic skills that you use in most other subjects?

Do you want to do two Mathematics subjects at Year 11?

Is Mathematics a prerequisite subject for a tertiary course that you are interested in?

Is Mathematics listed in the middle band selection?

Does this appeal?

The General Maths units are designed to cater for students who want a stand-alone Mathematics subject that leads onto Further Mathematics Unit 3 and 4 in Year 12

OR

For students who aim to study two mathematics subjects at Year 11, General Mathematics and Mathematical Methods. Then pursue both Further Mathematics and Mathematical Methods in Year 12.

The areas of study for Units 1 and Units 2 come from:

Algebra and structure, Arithmetic and number, Discrete mathematics, Statistics and Graphs of linear and non-linear relations, Geometry, Measurement and Trigonometry.

The appropriate use of technology to support learning, particularly the use of CASIO Classpad CAS calculators is encouraged. The statistical and graphing functions on the calculator are extensively used to minimize repetitive hand calculations.

What do you need?

- It is necessary to have a good knowledge and understanding of Year 10 Mathematics.
- You are required to apply mathematical problem solving to real situations.
- You are required to use technology, particularly your CAS calculator, for this study.

Where does it lead?

Mathematics helps you think logically, to solve problems and to be organised

This study is designed to lead to Further Mathematics 3 & 4 in Year 12.

Many career areas and courses leading to them have mathematical prerequisites. Check these using Career and Job Guides and Tertiary Entry Requirements for the current year.

Note: It is advisable to read this in conjunction with the Mathematical Methods subject information.



Maths: Mathematical Methods: Units 1 & 2

Is this you?

Are you good at Mathematics, particularly algebra and graphing?
 Do you find that you can readily learn new Mathematical techniques?
 Are you able to think logically and solve problems?
 Are you able to apply Mathematics to real situations?

Does this appeal?

These units are designed in particular as preparation for Mathematical Methods 3 & 4. The areas of study for Unit 1 & 2 are Functions and Graphs, Algebra, Calculus and Probability and Statistics.

In Functions and Graphs, we revise and extend our knowledge of Linear Functions, their graphs and gradients and also of Quadratic Functions and their graphs. We meet new functions including those based around $y = x^3$, $y = x^4$, circles, exponential, logarithmic and trigonometric functions.

In Algebra we solve many types of equations. These include revising quadratic equations and extending the use of the Null Factor law to cubic and quartic equations. We learn to solve exponential, logarithmic and trigonometric equations. We extend the range of simultaneous equations. In addition to working with equations we learn to work with logarithms and advanced indices.

Calculus is branch of mathematics not met in years 7 to 10. At this level it introduces an intuitive understanding of instantaneous rates of change through familiar situations. Through looking at graphs and numbers we look at the measurement of constant, average and instantaneous rates of change. We also learn to differentiate and anti-differentiate linear, quadratic, cubic and quartic functions.

In Probability and Statistics we cover introductory counting principles and techniques and their application to probability using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including rules for computation of probabilities for compound events.

What do you need?

It is necessary to have a good knowledge and understanding of year 10 Mathematics, particularly of Algebra and Graphing. It is recommended that you are above or well above the standard for year 10 mathematics.

It is useful to reason logically and use a range of problem solving techniques.

You are required to apply routine mathematical methods to real situations.

You are required to use technology, particularly your CAS calculator, for this study.

Where does it lead?

- Mathematics helps you to think logically, to solve problems and to be organised.
- This study is designed to lead to Mathematical Methods 3 & 4.
- It is also possible to proceed to Further Mathematics 3 & 4 from Mathematical Methods 1 & 2, although not all prerequisite knowledge will have been covered unless General Mathematics 1 & 2 has also been studied at Year 11.
- Students who particularly enjoy Mathematics may choose to study both Mathematical Methods 3 & 4 and Further Mathematics 3 & 4 in year 12.
- Particularly able students who have studied both Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2 may choose to do Mathematical Methods 3 & 4 and Specialist 3 & 4 in year 12.



- Students who have achieved very good results in Mathematical Methods 1 & 2 may choose to proceed onto Specialist 3 & 4 and Mathematical Methods 3 & 4 without having completed Specialist 1 & 2.

Note: Mathematical Methods 3 & 4 is a prerequisite for many Science courses, Medicine, Health science courses, many Economics and Commerce courses and some computer courses. Check these using Career and Job Guides and Tertiary Entry Requirements for the current year.

Have you considered doing two maths subjects at year 11?

Mathematical Methods 1 & 2 and General Mathematics 1 & 2

OR

Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2



Maths: Specialist Mathematics: Units 1 & 2

If you choose to do this subject you must also be doing or have already completed Mathematical Methods 1 & 2.

Is this you?

Are you good at Mathematics, particularly algebra and geometry?
Do you find that you can readily learn new Mathematical techniques?
Are you able to think logically and solve problems?
Are you able to apply Mathematics to real situations?
Do you enjoy mathematics?
Do you like the challenge of solving mathematical problems?
Do you want to do two Mathematics subjects at Year 11?
Are you considering doing Specialist Mathematics in Year 12?

Does this appeal?

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, Measurement and Trigonometry, Graphs of linear and non-linear relations and Statistics.

The Specialist 1 & 2 units are designed in particular as preparation for Specialist Mathematics 3 & 4.

They are designed to cater for students who are currently studying Mathematical Methods 1 & 2 or 3 & 4.



Music Performance: Units 1 & 2

Is this you?

Do you enjoy singing or playing a musical instrument?

Do you like participating in a musical ensemble?

Would you like to develop your music performance skills?

Do you wish to continue to be involved in musical performances?

Would you like to use computer music programs to compose and arrange your own music to play?

Does this appeal?

Music Performance enables you to develop skills in practical music through participation in both solo and group performance.

You must learn an instrument (includes voice), and take lessons from either a teacher at school, or privately in the community.

For both Units 1 and 2 you select your own solo/group and technical work program.

You are required to participate in a musical group at school; and also undertake class lessons that are aimed to assist in the development of aural skills, composition skills, sight reading, improvisation and performance strategies.

What do you need?

- For **Units 1 and 2**, you work on a practical program of your own choice and therefore we can accommodate a range of performance standards.
- As a general rule, we advise you to have completed a minimum of AMEB Grade 4 practical and Grade 2 theory or musicianship. Those students who have a limited background of music theory need to be prepared to do additional study.
- Those of you wishing to continue on to Units 3 and 4 Music Performance are advised to enter Units 1 and 2 at a higher AMEB practical standard.
- Previous experience in aural training is also recommended. You may have covered some aspects of aural training in the Middle School music electives, or through doing AMEB practical exams or musicianship, or through choral training.

Where does this lead?

- Participation in an area that provides enjoyment and personal satisfaction in the performing arts.
- Development of practical music performance skills both as a soloist and as a member of an ensemble.
- Background for undertaking Units 3 and 4 Music Performance – solo or group.
- Advisable for University and TAFE Music courses.
- Highly desirable for preschool and primary teacher training courses.
- Links to music industry careers including music retail, entertainment and recording industry.
- Provides an option for involvement in leisure pursuits either on an individual basis, or as a member of a group.



Physical Education: Units 1 & 2

Is this you?

Do you like participating in all types of physical activity and learning to understand how our body functions when exercising?

Would you like to understand how we learn and acquire new physical skills?

Would you like to understand how and why the body should perform most efficiently?

Would you like to complete practical activities to assist this understanding?

Does this appeal?

The course for Units 1 and 2 VCE Physical Education is both practical and theoretical in nature.

Units 1 and 2 – Subject Snapshots

In Unit 1, you will examine the systems of the human body (respiratory, circulatory, skeletal and muscular) and how they work together to create movement. Through involvement in practical activities you will explore the relationships between the systems and how they adjust and adapt to physical activity. You will look at social, cultural and environmental influences on movement. You will consider the use of legal and illegal practices to improve performance and evaluate the benefits and harms of each.

In Unit 2, you will look at physical activity and sedentary behaviour and the role of each in health and wellbeing both individually, in different population groups and across the lifespan. You will look at the benefits of physical activity and the consequences of sedentary behaviour. You will plan and participate in a program of activity that meets Australia's Physical Activity and Sedentary Behaviour Guidelines. You will use a model to critique a range of strategies that are used to promote participation in regular physical activity.

What do you need?

- Generally no special background is required but certainly an interest in physical activities, if not participation in them, would be an advantage. The theory studied in class can be applied to the practical activities also completed during class time. Whenever practicable, the double sessions are devoted to practical activities or the completion of laboratory work of various types.
- Several practical activities as well as excursions to related areas of study may be arranged during the course of both units of study.

Where does this lead?

- Enjoyment from participating in a range of physical skills and sports.
- An interest in tertiary studies in the following areas: Primary or Secondary PE teaching, Nursing, Medicine, Physiotherapy and other related fields, such as Sports Coaching, Sports Psychology, Physiology Laboratory work.
- Background studies for Units 3 and 4.
- Development of specific skills.



Physics: Units 1 & 2

Is this you?

Do you have an inquisitive mind, wanting to understand why the world is the way it is?
 Do you like to research and experiment to develop answers to the above question?
 Do you have an analytical mind able to interpret data gathered in experimental work?
 Are you competent at mathematics?

Does this appeal?

Unit 1: What ideas explain the physical world?

Area of Study 1: How can thermal effects be explained? In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students also examine the environmental impacts of Earth's thermal systems and human activities with reference to thermodynamics and climate change.

Area of Study 2: How do electric circuits work? In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Students apply mathematical models during investigations of DC circuits.

Area of Study 3: What is matter and how is it formed? This area of study explores the nature of matter, and considers the origins of atoms, time and space. Students examine the current theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Unit 2: What do experiments reveal about the physical world?

Area of Study 1: How can motion be described and explained? Students observe motion and explore the effects of balanced and unbalanced forces on motion and analyse motion using concepts of energy, including energy transfers and transformations. They describe and analyse graphically, numerically and algebraically the motion of an object.

Area of Study 2: Options. Twelve options are available to the teacher for selection in Area of Study 2. Each option is based on a different observation of the physical world. Options include: astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, optics, sound, and sports science.

Area of Study 3: Investigations. Students design and undertake an investigation related to content in Unit 2.

What do you need?

The mathematics involved in Units 1-4 Physics is equivalent to Year 10 standard so you should not expect to encounter difficulties with the mathematical component of Physics.

Where does this lead?

Knowledge of Physics is important in the fields of Engineering, Science, Optometry, Veterinary Science and Medicine. Although not a pre-requisite for these courses, the study of VCE Physics is highly recommended.

There are no pre-requisites to Units 3 and 4 Physics, but it is strongly recommended that you complete Units 1 and 2 first.



Product Design and Technology in Textiles: Units 1 & 2

(Not currently running in 2022. Offered for 2023)

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

Entry

There are no prerequisites for entry to Unit 1 or 2.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 1: Sustainable product redevelopment

Students design and plan the redevelopment of a product with the intention of developing a different product introducing students to the product design process, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices. Prior to construction of the redeveloped product, students develop visualisations of the design options and working drawings of their preferred option. Referencing the working drawings, they compile a scheduled production plan, with a risk assessment and a list of materials. Students acknowledge IP of any design ideas that have been appropriated. Students then select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product. Students develop practical skills and implement their risk management for the use of tools, equipment, machines, and materials. They record and reflect on their progress. Students are introduced to methods used to critically analyse and evaluate their redeveloped products. They use criteria to compare the features of their redeveloped product with the original design, and evaluate the success of their design improvements including sustainability considerations.

Unit 2: Collaborative design

Students apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Individual roles and responsibilities are allocated. For inspiration students investigate an historical or a contemporary design movement or style such as Bauhaus, Art Deco, Memphis, Minimalism, Organic Design Style, Biomorphism, Oriental and Gothic. Alternatively, students may investigate music genres, sub-cultures, technological themes, specific designers, brands, or fashion houses. Drawings produced during the design and development stage of the product design process are shared with others and evaluated to gain feedback from team members. Students record their individual contribution to the team. Students develop skills in both project management and presentation of their work, replicating processes used in the real world. Students also explore how digital technologies facilitate collaborative product design. To ensure consistency throughout production, the team refers to the historical or contemporary cultural design movement or style that inspired their designs.

Assessment and reporting

All assessments at Units 1 and 2 are school-based. For this unit students are required to demonstrate two outcomes. The two compulsory assessment tasks for this unit are a design folio and finished product/s; and end of semester examination.



Psychology: Units 1 & 2

Rationale

Psychology is the systematic study of thoughts, feelings and behavior. As a science, psychology aims to describe, explain and predict behavior. In doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology, rather it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behavior.

Entry

There are no prerequisites for entry into Unit 1.

Units 1 and 2

Procedures for the assessment of levels of achievement in units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to VCAA, however an S or an N grade is reported. Schools may choose to report level of achievement using grades, descriptive statements or other indicators.

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1

How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Area of Study 2

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Area of Study 3

Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present



conclusions based on the evidence. Students may choose a question selected from the list under each topic or they may develop their own research question related to Areas of Study 1 and/or 2 in conjunction with their teacher. For the selected question, students should refer to at least two contemporary psychological studies and/or research techniques.

Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1

What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Area of Study 2

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Area of Study 3

Student-directed practical investigation

In this area of study students design and conduct a practical investigation related to external influences on behaviour. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and is undertaken by the student using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.



Studio Arts: Units 1 & 2

Is this you?

Do you have an interest in Visual Arts?

Do you enjoy painting, drawing and other practical activities?

Are you interested in learning about other artists and their ideas?

Are you brimming with concepts and ideas that can be expressed in a visual form?

Does this appeal?

Unit 1: Studio Inspiration and Techniques

You explore materials and techniques in a variety of art forms and source ideas in order to record, interpret and translate these ideas into artworks. We simultaneously examine how other artists use materials and techniques to express their ideas in visual forms.

Unit 2: Studio Exploration and Concepts

You develop artworks through an individual studio process of visual research, experimentation and evaluation. We continue our analyses of artworks produced by other artists to understand how visual elements communicate ideas, create aesthetic qualities and produce identifiable styles. We will also look at the ideas and issues associated with appropriate such as copyright and artists' moral rights.

What do you need?

There are no formal prerequisites for entering Units 1 and 2 of Studio Arts but a genuine interest in working in a practical artistic environment is desirable. The focus in Studio Arts is the production of folio works and you should feel comfortable with the studio environment. You are encouraged to visit galleries or public spaces where the artworks of artists are exhibited. An experimental attitude to materials and their inherent properties is beneficial as is the desire to understand the working methods and reasons for the production of other artists' work.

Where does this lead?

- To develop a folio of practical visual artworks to present to future tertiary selection panels.
- To acquire practical studio skills in a number of art forms.
- To provide a background for Unit 3 and 4 studies.
- To provide balance in Unit 1 and 2 studies by including a practical creative subject
- To allow you the opportunity to express personal individual ideas in a visual form
- Studio Arts 1 & 2 leads directly into Art 3 & 4 or Studio Arts 3 & 4

Assessment tasks:

Unit 1:

Outcomes 1 and 2: Folio of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.

Outcome 3: Written tasks and examination.

Unit 2:

Outcome 1: A folio including design explorations and artworks.

Outcome 2: Written tasks and examination.



Theatre Studies: Units 1 & 2

(Not currently running in 2022. Offered for 2023)

Is this you?

Do you enjoy performance?

Are you interested in learning about different theatrical styles?

Do you like exploring and interpreting scripts?

Do you enjoy workshops where you develop performance skills?

Do you like going to the theatre?

Does this appeal?

Unit 1: Exploring pre-modern theatre styles and conventions

The area of study focuses on exploration of play-scripts from the pre-modern era of theatre (works prior to the 1920s). Students work in production roles focussing on acting, direction and design (costume, make-up, props, set, lighting, sound) and learn about three distinct period from this era and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

The area of study focuses on exploration of play-scripts from the modern era of theatre (the 1920s to the present). Students work in production roles focussing on acting, direction and design (costume, make-up, props, set, lighting, sound) and learn about three distinct period from this era and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

What do you need?

- An interest in theatre
- An interest in performance
- An enjoyment of working in groups

Where does this lead?

- Development of performance skills
- Pre-requisite for Tertiary courses
- Background for Units 3 and 4
- Personal growth
- Development of greater confidence
- Development of communication skills
- Development of interpersonal skills



Visual Communication Design: Units 1 & 2

Unit 1 focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Unit 2 focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields of Communication Design, Industrial Design and Environmental Design. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 1 Outcome 1: Drawing as a means of communication

This area of study introduces the knowledge and skills that underpin some of the stages in the design process of generating ideas, developing concepts and refinement of visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

Unit 1 Outcome 2: Design industry practice

This area of study focuses on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. Students undertake the design process stages of generation of ideas and development of concepts for a stated purpose and develop knowledge of how design elements and principles are used together.

Unit 1 Outcome 3: Visual communications in context

Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. In this area of study, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design. Students consider the works of designers in terms of their visual language and the use of materials, methods, media, design elements, design principles and presentation formats.

Unit 2 Outcome 1: Technical drawing in context

This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study:

- environmental design or
- industrial design.

In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They develop an understanding of the context of presentation drawings in a selected design field. In this area of study students focus on the design process stages of development and refinement of concepts. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and digital methods to create the drawings.

Unit 2 Outcome 2: Type and imagery in context

Increasing advancements in the digital communication of information has led to a greater need to understand the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and



apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communication ideas and concepts. They use imagination and creative thinking to stimulate curiosity and to develop divergent options when selecting and manipulating images and type for print and screen-based presentations.

Unit 2 Outcome 3: Applying the design process

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the requirements of the brief. In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.



VET in VCE Programs

Is this you?

Are you interested in taking a practical subject that is based on industry training standards?
 Are you interested in gaining practical skills in areas such as Hospitality, Fashion, Digital Media, Entertainment, Community Recreation, or Community Services?
 Will you be happy to take one of your studies at another school, institute of TAFE or other outside provider?
 Would you like to complete a work placement as part of your studies?

Does this appeal?

VET in the VCE programs are designed to provide vocational options within the VCE. They allow students an opportunity to embark on a nationally recognised training qualification that reflects industry competency standards and are delivered by approved Registered Training Organisations.

While the main aim of VET In Schools programs is to provide students with specific job skills (vocational competencies), they also provide an opportunity to undertake studies in a diverse range of fields that might not be available through a standard VCE program. In some instances these programs can support learning in existing VCE studies. For example, a student interested in taking Food Technology as a VCE subject might find that a Certificate II in Hospitality could complement their VCE study. Alternatively, a student interested in going on to study Fashion Design after Year 12 might like to combine a Technology Design subject (Textiles) or an Art subject with a Certificate Applied Fashion.

VET programs usually contribute towards successful completion of the VCE. In many instances they are treated just as a standard VCE subjects with similar assessment tasks and exams set by VCAA and making a full contribution to the calculation of the ATAR.

Where does this lead?

Because VET programs vary according to the individual program, however, as they are based on industry training standards, outcomes can include full time or part time employment or can also lead directly into higher level training programs at TAFE.

They can also provide an opportunity to demonstrate skills that can be used to support an application to university level courses (e.g. the development of a folio or an ability to demonstrate ongoing interest and basic skills in a specific area).

In order to make a broad range of VET programs available, CGSC is providing students with the opportunity to undertake programs through the Inner Melbourne VET Cluster. The cluster arrangement makes it possible to conduct programs that would be unlikely to attract sufficient interest within any one school. These programs are usually conducted on a Wednesday afternoon at various venues across the region. Please note that places in these courses are limited and applicants cannot be guaranteed a position.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under the Student Learning tab.

<http://www.cgsc.vic.edu.au/student-learning/curriculum-resources>



Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.